

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2019 Technology Lending**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:42 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Ranger ISD	067-907		
Vendor ID #	ESC Region #		
	14		
Mailing address	City	State	ZIP Code
1842 East Loop 254	Ranger	TX	76470-
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
John	M	Thompson	Superintendent
Telephone #	Email address		FAX #
254-647-1187	mthompson@ranger.esc14.net		254-647-5215
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Meri	M	Arnold	Principal
Telephone #	Email address		FAX #
254-647-1138	marnold@ranger.esc14.net		254-647-1895

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
John	M	Thompson	Superintendent
Telephone #	Email address		FAX #
254-647-1187	mthompson@ranger.esc14.net		254-647-5215
Signature (blue ink preferred)	Date signed		



2-2-2018

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Ranger Elementary

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Ranger ISD is applying for the Technology Lending Program (TLP) grant in order to improve equity of access to instructional technology to our students both on and off campus, 24 hours a day, 7 days a week. This grant will provide resources necessary to improve the quality of learning and increase performance on standardized tests and classroom performance by implementing a technology lending program with residential internet access. The program will strengthen the home-to-school connections by providing access to educational resources outside the school day. Further, Ranger's basic system of instruction will be one where the current day-to-day instruction extends beyond the classroom by providing economically disadvantaged sub-groups with additional learning opportunities and resources so that they can build their educational foundation. In conclusion, the goals of this grant directly relate to RISD's technology plan to move the technology competencies of the students on the Elementary school campus from the average to an advancing competency level.

Budget Development. The budget from Ranger's TLP was developed after assessing the current campus technology needs, which determined a program with Wi-Fi hot spot device check-out system best fit our students' needs. Budgetary item costs were determined for 160 devices, 5 Wi-Fi hot spots devices, on-campus charging stations, and internet service agreements for the Wi-Fi hot spot devices for life of the grant.

Related Demographics. The demographic data show that Ranger Elementary school students are 76.9% economically disadvantaged, as shown on the 2017 Snapshot enrollment data from PEIMS. Data on state reports show this sub-group population performing below state averages in all tested areas. Grant funds will enable RISD to provide innovative learning opportunities in and around student residential areas as well as at school. Our grant design reflects identified needs in the RES needs assessment. The campus principal designed a comprehensive needs assessment. Ranger maintains an effective effort to keep our needs assessment process up-to-date. After data are gathered from all parties, they are sorted and prioritized by campus teacher teams. The campus SBDM evaluates data that teams recommend and determines priorities, accuracy and action plans. The SBDM determines needs assessment efficacy as well as evaluates needs assessment process. Changes and/or updates to the process are recommended to the campus principal for action.

Grant Management. At the campus, the principal and grant management team will use the current system of monitoring special populations and programs to assure they are tied to TEKS and promote increased academic understanding for all students. The current system of determining effective staff development programs will be extended in a similar manner. Both of these items will be integrated into the CIP so that the items that are found to be effective at increasing measured student academic and social performance can be continued beyond the funding of this grant. The effects of the student program will be evaluated in terms of increased student performance in the regular school day classes to assure that there is a seamless flow between the student learning settings. The SBDM committee will provide input into the formative evaluation of the program so that day-to-day changes in the program can be made to allow the TLP to be responsive to our students' needs. The SBDM will link with the grant management team to assure that parents are being trained and these parents are given an active role in shaping the TLP final program. The SBDM and principal will work with the grant management team to develop a system of training for staff, parents and other stakeholders, which will allow the needs of students to be better met. At the district level, the fiscal and TEA reporting will be done by the Central Administrations office.

Grant Evaluation. Qualitative, quantitative and formative evaluation methods will be used for TLP grant monitoring.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Quantitative progress reports will be done on a semester basis. This data gathered in the first year of the program will be used as a baseline to track future gains in student academic performance and to assist the campus in developing long-term CIPs. Data to be gathered will include: gains in classroom performance as measured by class grades; performance measures on various software programs and other standardized tests; teacher, student, parent evaluation of the quality of instructional technology materials and other resources provided by the program; gains in STAAR scores; attendance at various programs; and increases in the number of parents and other community stakeholders who volunteer at the campuses. Qualitative progress reports will be done on a semester basis. The data gathered in the first year of the program will be used as a baseline to track future gains in student performance that is not directly related to academics and how the community stakeholders "feel" the program is positively affecting the campus. Data to be gathered will include: the feelings the stakeholders have about being included in the campus; the integration of the community into the campus culture; the feelings the students have about how the program has helped them improve; the feelings the staff have about how the program has affected their teachings; and the feelings the parents have about their inclusion in their child(ren)'s education. Formative evaluation will begin during project development and will continue throughout the grant funding period. The intent is to assess ongoing project activities and provide information to monitor and improve the project. Formative evaluations will be conducted at several points in the developmental life of this project. Examples of the information to be collected are as follows: 1. The extent to which the activities of the project were implemented as planned; 2. The effectiveness of the activities in achieving the goals and objectives of the project; 3. The impact of the project activities on the participants; 4. The extent to which performance targets were met; and 5. The methods by which the program needs modification on a day-to-day basis to meet project goals will be determined by the data from the students.

**Statutory Requirements.** Ranger ISD assures that all statutory requirements have been met. The campus grant management team members each reviewed all provisions and assurances required for the program to ensure accuracy of data and compliance of program provisions.

**TEA Requirements.** All elements in Ranger's TLP grant proposal are designed to meet the stated goals of TEA's requirements. The grant management committee reviewed each requirement to ensure compliance; changes and revisions were incorporated into the final document.

In conclusion, RISD is committed to the success of the TLP grant. As reflected on our needs assessment, implementation of a technology lending program with residential access to the internet is a prioritized need, particularly for our economical disadvantaged sub-group population, as recorded by teachers and students. RISD is committed to the success of the lending program for the duration of the grant and beyond in order to ensure our students can compete as 21<sup>st</sup> century learners and doers in the world-wide job market. Further, to allow RISD to maintain the success, this program will be funded and supported past this grant's specific funding period. We will link this program to future grants and the campuses "hard money". This will allow for grant funds to determine the items that are effective and create a world class educational system at Ranger Elementary School.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 067-907	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$30150	\$0	\$30150
Schedule #9	Supplies and Materials (6300)	6300	\$5700	\$0	\$5700
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$39000	\$0	\$39000
Total direct costs:			\$74850	\$0	\$74850
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$74850</b>	<b>\$0</b>	<b>\$74850</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$74850
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$11228
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Equipment Insurance Cost - 3 year multi-year policy to cover computer equipment	\$15750
2	Provide internet service for residential area access for 3 Years (5 Hotspots)	\$14400
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$30150
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$30150</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 067-907		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$5700
<b>Grand total:</b>		<b>\$5700</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 067-907		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 067-907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	Chromebook devices	160	\$225	\$36000
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18	Charging Station	10	\$300	\$3000
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$39000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	128	78%	Snapshot Data 2017
Limited English proficient (LEP)	5	3.05%	Snapshot Data 2017
Disciplinary placements	0	0%	2016-2017 Data
Attendance rate	NA	94.9%	2016-2017 Data
Annual dropout rate (Gr 9-12)	NA	3.9%	2016-2017 Data feeder High School

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
29	23	24	31	20	16	21								164

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger Elementary’s new principal and campus staff are actively involved in campus turnaround efforts through the targeted improvement process and through Title I priority grant. We have made changes to the campus structure both in terms of staffing and physical locations of the classrooms to maximize student learning. Our school board members have been through the Lone Star Governance training and implemented change from the top down.

The needs assessment process is a three-tiered method to acquire an accurate picture of our student body and campus community by identifying and prioritizing student needs, in terms of achievement towards campus goals. The first step includes all stakeholders on campus, who respond on a needs assessment worksheet. Worksheets have student data (testing, attendance, discipline, grades), listed by subgroup population and current CIP academic achievement goal, by core subject area. Ranger used several instruments to determine student achievement. The primary test was STAAR for those tested grades/subjects. Other instruments used include the following: diagnostic tests from Accelerated Reading (AR), Istation, Think Through Math, STAR 360, unit exams, STAAR benchmark. Stake-holders were asked to analyze data during campus PLC meeting and generate changes to target individual student growth.

Next, the campus SBDM committee gathered all input information collected in PLC meeting to determine priority goals for campus improvement and growth. Committees listed strengths and weaknesses and compiled a general narrative. From that the committee brainstormed strategies and ideas to come up with a suggested plan of action with curriculum suggestions, professional development, budgetary items necessary to meet the plans’ goals. Included in the plan of action is are “check points” planned throughout the year to review the plan of action and corresponding data to ensure campus and students are tracking in a positive direction.

The final stage is an ongoing follow-up not only annually, but periodically throughout the year. Four distinct “check points” occurred this school year and are planned for October, December, February and April, 2018-19. All campus teachers participate in the check points to look at individual student data, sub-group data, testing (both state and classroom curriculum), and other student factors. Plans are adjusted according to student need.

**Schedule #13—Needs Assessment (cont.)****For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 067-907		Amendment # (for amendments only):
<b>Part 2: Alignment with Grant Goals and Objectives.</b> List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Focus is needed on closing performance gaps with a target of improving the All Students, White and Economically Disadvantaged, struggling students and total groups. Focus on performance growth in Reading, Writing, Mathematics, and Science to a meets or master level where 7% to 19% of targeted populations were below state averages on the 2016/17 state assessments.	Ranger's grant program proposes placing a notebook computer as a 21 <sup>st</sup> century learning tool into the hands of every elementary student beginning the Fall of 2018. The intent of the program would be to ensure students learning anytime, anywhere and worldwide learning via access to the internet at any time to increase interactivity in the classroom, increase student engagement and facilitate optimal learning.
2.	Increase student access to instructional technology in order to allow for increased differentiation in not only lesson planning for teachers, but access to online curriculum resources to engaged and empower students in the learning process.	Implementation of a one-to-one technology notebook program will transform how teachers teach by increasing interactivity in the classroom. Teacher work can be differentiated more easily, making teachers more effective facilitators in the learning process. Instructional materials can come from a variety of sources. Increased student interactivity in the classroom with the use of technology to access instruction materials will engage students in active, authentic learnings.
3.	Provide greater access to equal educational opportunities through the use of technology. More than 76% of Ranger ISD is Economically Disadvantaged. Surveys show that more than half the elementary student body does not have consistent access to technology and/or a computer device at their residence.	Ranger's grant program would incorporate a lending program for portable "hot spots" for residential internet access for Economically Disadvantaged students. The instructional focus would be to extend learning beyond the classroom, provide digital learning content and resources that can be differentiated to meet the challenging needs of our unique student population.
4.	While student improvement continues, on grade level reading and targeting specific learning issues with regards to reading are an ongoing issue with high mobility students. Multiple learning tools and platforms are needed to keep students engaged.	A one-to-one notebook program would allow students access to both traditional and non-traditional access to books and online instructional materials, both at school and home.
5.	Increasing access to rigorous instruction through multiple mediums to improve individual student engagement is also need to get elementary students to the meets and masters levels.	In Ranger's program, the goal will be for students to become more active learners and producers of knowledge, with effective use of digital devices progressively leading to more engaging forms of classroom interactions.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technology Director	17 years technology related teaching experience, 5 years director experience, BS in Administrative Systems.
2.	Campus Principal	29 years in the classroom, 1 year as an administrator. Average computer experience.
3.	Counselor	7 years as a classroom teacher, 2 years as counselor, high-average computer experience.
4.	Lead Teacher	30 years in the classroom, average computer experience.
5.	Lead Teacher	18 years in the classroom, basic computer skills.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve equity of access for economically disadvantaged to technology at home	1. Purchase, prep and roll-out all technology devices	10/01/2018	10/31/2018
		2. Implement Internet device checkout system	10/01/2018	12/31/2018
		3. Track # of Econ Dis students home internet use	10/01/2018	08/31/2020
		4. Track student extension activity outside school day	10/01/2018	08/31/2020
		5. Formative assess lending program each 6 weeks	11/14/2018	06/01/2020
2.	Enhance student learning and achievement in core academic subjects.	1. Formative asses student performance each 6 wks	11/14/2018	06/01/2020
		2. Semi-summative eval to analysis student perform	12/01/2018	06/30/2020
		3. Innovative a 24/7 delivery of rigorous course mat'ls	10/01/2018	06/01/2020
		4. Monthly core team instructional meetings	11/01/2018	06/30/2020
		5. Integrate instructional technology in all core subj.	10/01/2018	06/01/2020
3.	Foster effective use of wireless tech through best practices in tech integration.	1. Integrate tech apps TEKS in core subjects	10/01/2018	06/01/2020
		2. Technology literacy surveys/checkpoints	10/01/2018	06/30/2020
		3. Design and implement an Internet Safety program	10/01/2018	08/31/2020
		4. Create collaborative, inquire-based learning environ	10/01/2018	06/01/2020
		5. Electronic data use to differentiate instruction	10/01/2018	06/01/2020
4.	Institute differentiated instruction to increase student engagement and performance.	1. Resign curriculum to support online instruct mat'ls	10/01/2018	03/31/2019
		2. Expand online curricular and instructional offerings	01/01/2018	08/31/2020
		3. Monitor integration of technology into curriculum	10/01/2018	06/01/2020
		4. Document/monitor use of technology in instruction	10/01/2018	06/01/2020
		5. Develop websites/online resources to share lessons	10/01/2018	08/31/2020
5.	Provide parent orientation, student training and ongoing home-to-school support.	1. Develop/implement Technology Lending Agreement	10/01/2018	11/01/2018
		2. Parent/student orientation assemblies	10/01/2018	12/31/2018
		3. Design parental involvement home-to-school prog.	01/01/2019	06/30/2020
		4. EOY parent/student program surveys	05/01/2019	06/01/2020
		5. Create teach-parent online communication system	10/01/2018	06/01/2020

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger Elementary currently review progress toward campus goals 4 times a year; October, December, February and April. Academically, core content teachers are required to enter student unit assessments into the districts data management system (DMAC), which is coded by TEKS objective and level of difficulty on Bloom's taxonomy. Teachers participate in Professional Learning Community (PLCs) meetings with the campus principal and/or district curriculum and instruction director to review data in order to make intervention recommendations/choices for students. The campus uses both tutorials and academic intervention support during the regular school day and after school in the core content areas. Students are tiered by level of need by an RTI model. Upon review of data, these tiers are modified and adjusted accordingly, depending on newly identified student needs. Other goals and objectives are adjusted similarly. Changes are communicated to all stakeholders by email, web page postings, parent letters and student conferences.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the campus restructure, several teachers were moved to the elementary to improve instruction and develop as support structure that transitions through the district. These teachers were instrumental in utilizing one-to-one program at the middle school and have the depth and background to support the implementation of the new grant. They will serve as teacher leaders to help facilitate the changes instruction methods. The district will schedule professional opportunities for teachers to extend their knowledge and skill during the summer as with previous grants. Currently, teachers are tracking student data with Google docs and have completed training in 2017 to support this process.

Ranger will ensure maximum effectiveness of grant funds. Regularly scheduled meetings of grant project personnel will be designed to review each month's achievements towards the goals of the grant, discuss and areas of need or concern to focus on a commitment towards success. Support for teachers will also be differentiated and individualized as teachers learn through practice how to make instruction with the daily use of notebook technology manageable and effective.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review of student grades & assessments by report card and Eduphoria data review.	1.	Reduce % of student failures each six weeks in core subject areas.
		2.	Student improvement on mid-year benchmarks from previous year.
		3.	Improve the number of students reading on grade level or above.
2.	Formative evaluation for ongoing assessment of project activities.	1.	The level of implementation and the effectiveness of the activities that were planned.
		2.	The extent to which performance targets are met.
		3.	The impact of the project activities on the participants.
3.	Tracking of internet device at home usage as well as Wi-Fi Hot spot residential use.	1.	The extent to which the project is being implemented as planned.
		2.	Increased number and % of econ disadv student use after school hours
		3.	Total usage reports showing increased residential & hot spot devices use.
4.	Quantitative evaluation of parent/community informational and instructional meetings.	1.	Increased parent and community involvement, campus image.
		2.	Increased academic achievement and homework completions.
		3.	Improve school-to-home/community image.
5.	Qualitative evaluation to be used as a baseline to track future gains in achievement.	1.	Gains in classroom performance as measured by class grades.
		2.	Performance measures on various software programs/standardized tests.
		3.	Gains in STAAR scores.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process Ranger will use for collecting data, identifying problems and implementing corrective actions will follow current campus evaluation processes, but in greater detail as necessitated by the grant. Quantitative evaluation reports written each six weeks will be used as a baseline to track: future gains in student academic performance; gains in classroom performance as measured by class grades, performance measures on various software programs and other standardized tests; teacher, student, parent and mentor evaluation of the quality of instructional technology program and use of notebook in and outside the classroom; and gains in STAAR scores, reading levels, attendance at the various programs, and increases in the number of parents and other community stakeholders who volunteer at the campus.

Formative evaluation will begin during project development and will continue throughout the grant funding period. The intent is to assess ongoing project activities and provide information to monitor and improve the project. Formative evaluations will be conducted at several points in the developmental life of this project. Examples of the information to be collected are as follows: 1. The extent to which the activities of the project were implemented as planned; 2. The effectiveness of the activities in achieving the goals and objectives of the project; 3. The impact of the project activities on the participants; 4. The extent to which performance targets were met; and 4. The methods by which the program needs modification on a day-to-day basis to meet project goals will be determined by the data from the students.

The grant team in conjunction with the campus SBDM will meet each six weeks to review the evaluation reports, revise program components as needed and summarized information in a report to be published to parents, community members and faculty/staff view newsletters and the district website.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD currently has a twenty-five station computer lab for students to use during scheduled class periods and before and after school that was purchase with budgeted funds about 3 years ago. The Elementary teachers have access to a mobile laptop cart with twenty computers that can be checked out for student use. Those computers were purchased with money for Instructional Materials Allotment funds. Most classrooms have 2 or 3 student computers at learning stations with some being laptops and some which are traditional computers. Those were purchased with Comp Ed funds. Additionally, the Pre-K and Kindergarten teachers have access to 2 Kindle Fires each that were purchase with Title I Priority grant funds.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD has high expectations and goals for its students and expects our students to be academically ready to meet the challenges of the state and federal accountability systems. We additionally maintain that we will provide all students with quality academic programs and instruction. By receiving access to online learning resources 24 hours a day, 7 days a week, our students will for the first time have the resources they need to accelerate academically and compete with their non-economically disadvantaged peers. Another district goal is that Ranger will provide educational, enrichment, and teambuilding opportunities outside the classroom. The lending program links directly with this goal.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Five portable Wifi devices will be added to the existing number the district currently has to be check out either nightly or over the weekend. These devices will supplement student access at school and at the community library. By using portable devices student will be able use them to and from school on the bus also. Several of our students have 45 to 60 minute commute each way to school.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal for Ranger ISD because of our smaller size is to make the one-to-one concept a district-wide goal. Much of what is supported by the requirements of the school improvement process is to individualize curriculum and target individual growth not just to pass a state test. Over the last 3 years, that individual growth is what we are striving for and this grant will support that effort. While supporting curriculums are in place for math and reading, we will need to make curricular delivery changes to at all elementary levels. Several of our teachers have utilized those methods in the past and staff development and PLC meetings will continue to be in place to ensure other staff is equipped for the change.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the campus is using Think Through Math, Accelerated Reader, and I-Station instructional materials to support, extend and differentiate instruction in math, reading and writing. We are also using a web-based social studies curriculum. Several of the primary teachers are using technology devices and part of center activities and having access to these programs 24 hours a day would allow student to extend their own learning. As noted previously, several of the teachers moved during the campus reorganization have and would like to continue to utilize the one-to-one structure for their instruction.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While current Wifi locations on the elementary campus provide wireless access, a plan is in place to add additional improvements to facilitate the one-to-one conversion by August 2018. This will be done with local and/or Erate funding and the technology grant will not be implemented if the infrastructure will not support the requested equipment. The campus technology aide, district technology coordinator and technology support personnel will hand all technical support issues. This is the same process implemented in previous successful one-to-one transitions.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 067-907

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger Elementary technology lending will be coordinated by the campus principal. The teacher will keep track and issue laptop devices on daily basis. Technical issues as with all campus technology will be addressed by the campus technology aide and district technology coordinator. The campus technology aide will have the responsibility of checking out portable hotspots to student for use on the bus and at home and monitor appropriate use. The district does have additional hotspots funded from current year's district budget, but a priority list based on economic need will be used in place of any conflict. All equipment will be inspect upon return and documented.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All equipment will be accounted for at checkout and periodically through use by students. Our current one-to-one policy in use on the middle and high campuses will be extended to the elementary campus. It delineates student and parent responsibility for equipment including cost to repair or replace equipment or damage not covered by insurance policy. The district does carry insurance on the one-to-one laptops being used at the middle and high school levels. Additionally, each student and their parent sign a technology use agreement annually which aligns with board policies.

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